
Welcome to Wallingford Adult Education

Age is not a factor in learning, determination and commitment are critical. You will find that learning as an adult has many rewards, because now you have a better idea of what you want to learn. The more you learn, the more you will discover about yourself and the world around you. Congratulations on your decision to continue your education. The counselors, teachers, and staff are here to help you reach your goals.

This handbook provides a description of each Connecticut mandated program, time of classes as well as policies of Wallingford Adult Education. **THERE IS NO CHARGE FOR WALLINGFORD RESIDENTS** who are enrolled in classes for English as a Second Language, Citizenship or high school diploma preparation. To attend Adult Education, you must be 17 years of age or older and no longer enrolled in school.

We are learners, too. So, if you have any suggestions about how we can improve our programs, policies, and procedures, please let us know.



Mission Statement of Wallingford Adult Education

Education is a continuing, life-long, learning process. It is the policy of the Wallingford Board of Education to provide a strong adult education program that will:

- enable learners to acquire the basic skills necessary to function in society;
- enable learners to continue their education through the level of secondary school completion; and
- make available the means to secure training that will enable learners to become more employable, productive and responsible citizens.

Wallingford Adult Education will provide the necessary instructional and counseling services to learners so that they may successfully attain their goals.



Nondiscrimination Policy

The Wallingford Public School District is committed to a policy of equal opportunity/affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

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**WALLINGFORD ADULT EDUCATION
2017 – 2018**

Locations:

Learning Center
37 Hall Avenue
203-294-3900
203-294-3929 FAX

Mark T. Sheehan H.S.
142 Hope Hill Road
203-294-5932
203-294-5981 FAX

Director
Sashi Govin

Counselor
Matthew Madruga

Faculty

Pamela Andersen	Thomas Moffo
Lorraine Anderson	Pamela Moran
Carol Berube	Christopher Nuzzo
Rosanne Bilodeau	Donna O'Day
Denise Cannata	Lorraine Ouellette
William Carter	Karen Riccitelli
Ann Elm kies	Josephine Rossomando
Paul Flinter	Susan Roudie
Leona Ford	Judith Scinto
Carol Halstead	Gloria Stadolnik
Nancy Harrington	Myra Thistle
Chelsea Krombel	Joan Troccolo
Michael Lavoie	Carlos Vazquez
Jean Mantzaris	Alicia Vercher
	Arthur Volanth

Office Staff

Alyssa Cardona	Iris Papale
Barbara Comstock	Norma Ramos
Robert Heinig	Joanne Russell
Barbara Kish	

BAD WEATHER CLASS CANCELLATIONS

Radio: WTIC (1080 AM, 96.5 FM) WPLR (99.1 FM)
 WAVZ (1300 AM) WYBC (94.3 FM)

TV: WPSTV Cable Channel 19 WTIC Fox News Channel 6
 WFSB Channel 3 WVIT Channel 30
 WTNH Channel 8
 or call 203-294-5932 Wallingford Adult Education

Online: <http://www.wallingford.k12.ct.us> Click on *Delays & Closings*

ADULT EDUCATION PROGRAMS at NO COST

The Wallingford Board of Education provides the following programs at no cost to Wallingford residents:

- Adult Basic Education
- English as a Second Language
- Citizenship
- High School Diploma

(Credit Diploma, GED[®] Preparation and National External Diploma Program)

These programs are in compliance with Connecticut General Statutes Section 10-73a(c) and there is no fee for textbooks and materials.

Adult Basic Education (ABE)

ABE classes improve fundamental academic skills and/or can help prepare an adult to earn a high school diploma. The classes help sharpen English expression, reading, spelling, writing, and math skills. Students work with computers, audio-visual material and printed text. You will learn in one-to-one and small group environments.

You may join any of these classes anytime during the semester.

Each session runs for 15 weeks and meets at the Learning Center. You may choose between two different time schedules.

Monday – Thursday: 9:15 a.m. – 11:15 a.m.

Tuesday & Thursday: 6:00 p.m. – 8:00 p.m.

ADULT EDUCATION PROGRAMS

English as a Second Language

ESL is a program of instruction for the non-English speaking adult who wishes to improve his/her skills in speaking, listening, reading, and writing. The program meets the competency-based initiative of the Connecticut State Department of Education and integrates CASAS competencies with academic instruction. Basic skills are put into daily living, employability and cultural contexts. Instruction consists of a three-level program (beginning, intermediate and advanced). Other ESL services include individualized career, vocational and educational counseling. Classes run for 15 weeks and meet at the Learning Center.

English as a Second Language (ESL)

If you are new to our country, or if you want to improve your English, three levels of classes are offered that stress the life skills necessary to live and work in the United States. The classes are for adults who want to learn or improve their reading, writing and speaking skills. **You may choose between two different time schedules:**

Monday – Thursday: 9:15 a.m. – 11:15 a.m. OR

Monday & Wednesday: 7:00 p.m. – 9:00 p.m.

ESL American Living

For students who regularly attend Intermediate or Advanced ESL classes and persons who have graduated from ESL, an American Living class is offered that provides additional study of current events, finances (money), basic writing, US history, computers, and how US government works and career awareness.

Monday & Wednesday: 9:15 a.m. – 11:15 a.m.

ESL Reading, Writing, and Pronunciation for Everyday Living

Do you want to improve your pronunciation and speak English more clearly? Do you want to practice reading? Do you want to learn how to write letters, emails, notes to your child's school and fill out forms? Intermediate and Advanced ESL learners are encouraged to join this lively course.

Friday: 9:00 a.m. – 12:00 p.m. (Noon)

Citizen Exam Preparation

Prepare for the US Citizenship exam. Students will learn American history as well as the functions of our local, state, and federal government. You will receive help with the naturalization application and discuss typical exam questions. You may join the Citizenship Exam Preparation course at any time. This course runs for 14 weeks.

Monday & Wednesday: 7:00 p.m. – 9:00 p.m.

ADULT EDUCATION PROGRAMS

High School Credit Diploma

The Credit Diploma Program offers adults the opportunity to earn a high school diploma through Wallingford Adult Education. Participants may earn credits through a combination of afternoon courses, documented work or training experiences. Credits may be transferred from public or private high schools and vocational/technical schools.

The Wallingford Adult High School Diploma requires 20 credits as follows:

English	4 credits	Math	3 credits*
Social Studies	3 credits**	Science	2 credits
Electives	7 credits	Vocational Arts	1 credit

*Math must include Algebra

**Social Studies must include a U.S. History and one half Civics credit.

Adults must complete a minimum of four credits with Wallingford Adult Education to be eligible for the diploma. For an adult who presents an official transcript with 22 or more credits, the expectation is the student will complete the needed core credits in English, Math, Social Studies and Science and meet the Wallingford Board of Education 25 credit requirement.

Virtual High School Courses

Through an agreement with the Connecticut Distance Learning Consortium, students are also able to earn high school credits by completing courses on-line. A pre-requisite: Orientation to On-Line Learning must be completed at the adult education site prior to enrolling in any on-line classes. On-line classes are to be taken in addition to classes, this is not a standalone program. Students must be pre-approved by the program coordinator of adult education in order to take on-line courses. Students must attend class twice a week with an assigned mentor when enrolled in an online course.

Documented Credits

Students may receive credit for documented life and/or work experiences. Documentation requirements are strict and students can receive credit only when all criteria are met. The three types of documented credits are explained below. Counselors will assist students with the appropriate forms for documentation.

1. **Military Category** - 2 credit maximum, elective credit only. One credit can be earned for successful basic training and one credit can be earned for successful specialized training. Discharge must be "other than dishonorable." No partial credit can be awarded.

2. **Community or Volunteer Service** – 1 credit maximum, elective credit only. One credit can be given for participation in community services or volunteer activity with the same agency or institution. One credit can be earned for 100 hours of service and one-half credit can be earned for 50 hours of service. Documentation of community service hours must be prepared by the agency. WAE counselors will contact the appropriate agency for verification.
3. **Occupational Category** - 2 credit maximum, elective credit only. One credit can be given for work experience, occupational license, apprenticeship training or formalized job training. Counselors will contact employers or appropriate agency for verification. Please see the list below for specifics:
 - a) Work Experience: 1 credit can be earned for successful work experience which is full-time with the same employer for one year or half-time with the same employer for two years; no partial credit may be awarded.
 - b) Occupational License: 1 credit can be earned for a current occupational license earned by the student. The license must have official signature and seal; no partial credit can be awarded.
 - c) Apprenticeship Training: 1 credit can be earned for successful completion of a formal apprenticeship training program based on an employer-employee relationship which leads to proficiency in “journeyman status.” No partial credit may be awarded.
 - d) Formalized job Training: 1 credit can be earned for successful formalized job training that is conducted by a recognized school, agency, employer or trade union and which is certifiable. No partial credit can be awarded.

High School Credit Diploma Attendance Requirements

Attendance in classes is very important for success. Therefore, Wallingford Adult Education has in place the following requirements:

1. Class days missed due to late registration will be counted as absences.
2. Students must be on time and stay for the entire class.
3. If a student must leave a class, time lost will be deducted from total class hours.
4. Teachers will maintain a record of each student’s actual time in class for credit.
5. All lateness, absences for any reason will result in missed class time.
6. Missed class time may result in loss of credit or class/program dismissal.
7. Students who miss class time are expected to make up all assignments.
8. Academic penalties may be applied by teachers if work is not completed.
9. All class requirements and hours must be met to earn full credit.

CLASSES are scheduled: Monday – Thursday: Between 11:30 a.m. and 6:00 p.m.

ADULT EDUCATION PROGRAMS

GED® Preparation Program

The primary aim of the GED® PREPARATION PROGRAM is to provide an opportunity for Connecticut adults to obtain their high school diplomas. The tests are intended to appraise the education development of adults who, for one reason or another, left school before completing their formal high school education.

Eligibility Requirements to Apply For the GED® Examination:

- Individuals who are 17 and 18 years old at the time of GED® registration must submit documentation that they have been officially withdrawn from a Connecticut high school for at least six months. Seventeen year olds must submit a withdrawal form with a parent or guardian signature.
- In lieu of a withdrawal form, students who are 18 years old may submit documentation from the last high school attended that the class with which they entered ninth grade (or would have entered if never enrolled in high school) has already graduated.
- Persons who earn diplomas in countries that do not participate in the GED® testing program are also eligible to take the GED® examination if they meet all other eligibility requirements.

SPECIAL TESTING ACCOMMODATIONS

Special testing accommodations are available for persons with specific learning and/or physical disabilities. Test-takers seeking accommodations will register at www.ged.com. During the registration process, test-takers seeking accommodations will select, "yes" when asked if they intend to apply for testing modifications (accommodations) based upon a documented disability.

GED® Preparation Classes

Wallingford Adult Education has preparation classes to assist you in passing the four-part, computer-based exam. The GED® consists of four academic areas: reasoning through language arts, science, social studies and math. Preparation for all four areas is covered in our classes. In addition, students are taught the computer skills necessary to complete the seven and one-half hour, web-based test. Free practice tests are offered which are highly reliable indicators as to how you will perform on the real test. Our free preparation classes are offered in Spanish as well as English. Students can access the GED® program tools and resources through My GED at www.GED.com. This site also has many test tips and resources for students.

Application Procedures:

- Applicants must provide proof of identification in the form of a Connecticut's driver's license, driver's permit, US passport or another state or federally issued photo ID card.®
- Individuals **without** a State of Connecticut photo ID will need a current (not expired) government issued photo ID **and** a current utility bill, mortgage document, lease or rental agreement with the individual's name and current address as verification of CT residency. A post office box is not acceptable.
- Students will create an account at www.GED.com on the computer.
- Students should "Check for alerts".
- The State of CT requires that all test-takers be counseled about the options for high school completion. Wallingford Adult Education will counsel at its site.
- Students should schedule their test.

GED® Fees:

- An applicant 21 years of age or older and a non-veteran must pay an initial fee of \$13.00 to take the test.
- Only veterans and test takers under the age of 21 are exempt from fees. (Veterans must have served at least 181 days of active duty at the time of registration).

Scoring for the GED® Test:

- Test takers will need a minimum of 150 on each subtest and a total score of 600 across all four sub-tests. If your total score is at least 720 and the best score in each of the four sections is at least 170, then you will be awarded an honors diploma.
- Students may register and take only those sections that they are ready to take.
- All four sub-tests must be taken before any sub-test can be repeated.
- There is a 60 day waiting period to retake any failed sub-test.

Classes are scheduled:

Monday – Thursday: 9:15 a.m. – 11:15 a.m. OR

Tuesday & Thursday: 6:00 p.m. – 8:00 p.m.

Diploma recipients who have prepared for the GED® with Wallingford Adult Education are invited to attend the WAE graduation ceremony, where they will be honored with a certificate of completion.

ADULT EDUCATION PROGRAMS

National External Diploma Program (NEDP)

Wallingford Adult Education offers another high school diploma option, the National External Diploma Program (NEDP). This option has students earning their high school diploma independently through the successful completion of a series of assignments which demonstrate mastery of 70 life skill competencies, as well as an additional demonstration of an individualized competency (occupational, vocational, or specialized skill). Upon successful completion of these competencies, the student is awarded a high school diploma through the Wallingford Board of Education.

About NEDP

- A high school diploma program for adults and youth who acquire their academic skills through life and work experiences and can demonstrate them in an applied performance process.
- This flexible, self-directed program allows participants to demonstrate high school level skills through 70 competencies.
- The program is implemented in 7 states and serving approximately 4,500 adult and out-of-school youth participants each year.
- The NEDP assesses academic, work readiness, and life skills.

The National External Diploma Program (NEDP) is an applied performance assessment system that assesses the high school level skills of adults and out-of-school youth. The NEDP evaluates the reading, writing, math and workforce readiness skills of participants in life and work contexts.

- Assesses high school level skills awarding a traditional diploma so graduates can meet their academic and career goals.
- Designed for self-directed youth and adults with life and work experiences and a general familiarity with the computer.
- Offers flexible scheduling and confidentiality.
- Evaluates 70 competencies in ten content areas including Financial Literacy, Health Literacy, Civic Literacy, Geography, History, Science, and Twenty-First Century Workplace.
- Evaluates competencies based on skills outlined in the College and Career Readiness standards.

Class times are scheduled by individual appointments.

ADULT EDUCATION PROGRAMS

EDUCATIONAL SUPPORTS



STUDENT COUNSELING...

Guidance services may be provided through individual meetings or group counseling and will help you:

- Evaluate your abilities, achievements, aptitudes, interests, needs, and values.
- Become familiar with courses available to you.
- Make decisions about your high school program of studies. Plan for your future whether it is work, the military, or further education.
- Make the best adjustment to school situations, other students, and teachers.
- Think through your personal problems.
- Utilize the guidance services as an academic and personal resource.



THE COUNSELING PROGRAM CAN HELP YOU TO:

PLAN AHEAD. In order to choose a college, decide on a major, and figure out how to pay for it, you must plan ahead. Success comes by planning in advance, becoming knowledgeable about financial aid resources, and getting started as soon as possible. So, make an appointment with your counselor to make *your* plan.

UNRAVEL THE FINANCIAL AID MYSTERY. Don't make the mistake of not applying for financial aid because you assume you won't qualify. About half of all students receive some kind of financial aid. Aid is available from the Federal government, from the State of Connecticut, directly from colleges, and from private sources.

GRANTS are financial aid you don't have to pay back and are based on your family's ability to pay for college.

LOANS are borrowed money you must repay once you complete your college education. Some loans are based on ability to pay, while others are not need-based.

WORK-STUDY gives you the chance to work and earn money to pay for college. Work-study jobs are based on your family's ability to pay and the amount of funding available at the college.

SCHOLARSHIPS are private aid awarded on a local, state, or national level based on academic achievement, artistic or musical talent, athletic ability, membership in an organization, etc.

APPLYING FOR FEDERAL FINANCIAL AID. All you have to do is complete the Free Application for Federal Student Aid (FAFSA). You can get a copy from your Adult Education counselor. Your counselor can also help you fill out the form. The FAFSA asks questions about your family's income and investments. Never assume you won't qualify, and remember that many private sources do not base their awards on financial need.

ADULT EDUCATION PROGRAMS

Student Code of Conduct and Responsibilities

Conduct: Proper behavior is expected of all students attending Adult Education classes. Inappropriate language or actions will not be tolerated under any circumstances. Behavior not considered proper by the administration will result in disciplinary action up to and including dismissal from the program.

Alcohol and Drugs: Alcoholic beverages or illegal substances of any kind are not permitted on school property. Violation may result in dismissal from the program. Any student suspected of using or being under the influence of alcoholic beverages or illegal substances of any kind shall be dismissed from the program.

Smoking Including e-Cigarettes is not permitted on the grounds of the Adult Learning Center.

Food and Cell Phone Use in classrooms during instructional time is not permitted.

Fires and Emergencies: Fire exits are posted in every classroom. Please observe location of the closest exit, and in the case of an emergency, evacuate the building as quickly as possible in an orderly fashion. Once outside, please report to your teacher so that your safe exit can be confirmed.

Office Telephone Policy: Students will not be permitted to make or accept phone calls of a personal nature. The office phone is only to be used in case of an emergency and with the authorization of office personnel/staff.

Textbooks: Students enrolled in mandated programs are provided the use of all necessary textbooks.

Eligibility: All students must be at least 17 years of age and officially withdrawn from school. If you are 17 years of age you must have a signed parental withdrawal letter before enrollment. All students must be a resident of or work in Wallingford. Students interested in a high school diploma option should submit a copy of an official transcript from the last high school they attended.

Accommodations: Individuals with a disability who require an accommodation in order to participate in any class, program, activity or when taking the GED® exam, please contact our disability coordinator at 203-294-3900.

Bullying: Bullying behavior by any student is strictly prohibited. Bullying means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- A. causes physical or emotional harm to such student or damage to such student's property;
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- C. creates a hostile environment at school for the student;
- D. infringes on the rights of such student at school; or
- E. substantially disrupts the education process or the orderly operation of a school.

Nondiscriminatory Policy: The Wallingford Public School District is committed to a policy of equal opportunity/ affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

The Board of Education Coordinator for Title IX is Cindy Lavalette, Assistant Superintendent of Personnel. Her contact information is 203-949-6508 and mailing address is 100 So Turnpike Road, Wallingford, CT 06492.

The Wallingford Adult Education Safe School Climate specialist is Sashi Govin, Director, and her contact information is 203-294-3905 and mailing address is 37 Hall Avenue, Wallingford, CT 06492.

General Accessibility and Accommodation:

If you are a person with a disability who requires an accommodation in order to participate in any program or activity, please contact our School Counselor at 203-294-3904.

Photograph/Videotape Policy: In connection with the educational programs in our buildings, opportunities may occur to photograph or videotape activities in the classroom. These photographs and/or videos may be used in the school, or on school bulletin boards, as part of professional presentations. Please note, no personal information and/or identification of any student may be contained in a school website, whether in conjunction with a published photograph or not.

Wallingford Board of Education Bullying Policy

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

Definitions

“Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- A. causes physical or emotional harm to such student or damage to such student’s property,
- B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. creates a hostile environment at school for such student,
- D. infringes on the rights of such student at school, or
- E. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. (The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)

“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communication.

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)

Examples of bullying include, but are not limited to:

1. physical violence and attacks,
2. verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs,
3. threats and intimidation,
4. extortion or stealing of money and/or possessions,
5. exclusion from peer groups within the school,
6. the misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”),
7. targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance ; or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying, on school grounds, at a school- sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school,

are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

The District's program: *(Also outlined in the section pertaining to the "Safe School Climate Plan.")*

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying in its schools;
2. Permits anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians;
3. Requires school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such an oral report;
4. Requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written report;
5. Requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;
7. Provides for the inclusion of language in student codes of conduct concerning bullying;
8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying;
9. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;

10. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and make such list publicly available; and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
11. Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
12. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Requires the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;
14. Requires the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any acts of bullying constitute criminal conduct;
15. Prohibits bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
16. Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan, and
17. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;

Note: *Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention and response to youth suicide.*

The State Department of Education, within available appropriations, is required to provide annual training to non-certified school employees.

18. Requires students and the parents/guardians of students to be notified annually of the process by which they may make reports of bullying;

19. As required, but not later than January 1, 2012, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, and cooperative assistance; and
20. Requires that not later than thirty calendar days after approval by the Board, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying. The safe climate specialist shall investigate or supervise the investigation of all reports of bully promptly.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Policy Adopted: 01/21/03

Policy Revised: 08/21/06, 07/21/07, 12/12/11

Wallingford Board of Education Sexual Harassment Policy

I. PROHIBITION AGAINST SEXUAL HARASSMENT: Sexual harassment will not be tolerated among students of the school district. Any form of sexual harassment of students by other students or staff members or by students directed to other students or staff members is forbidden. Therefore, the Board condemns all unwelcome behavior of a sexual nature where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's educational development or environment, including, but not limited to, grades, course admission, performance evaluations, or academic recommendations;
2. Submission to or rejection of such conduct by an individual is used as the basis for educational decisions affecting such individual; and/or;
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's education performance or creating an intimidating, hostile, or offensive educational environment.

II. DEFINITION OF SEXUAL HARASSMENT

- A.** Sexual harassment is any unwelcome sexual advance, request for sexual favors, and/or other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment may be overt or subtle.
- B.** Sexual harassment includes, but is not limited to, the following:
1. **Verbal:** suggestive or obscene comments, including, but not limited to, sexual innuendos or slurs, obscene letters or notes, jokes of a sexual nature, sexual propositions or invitations, threats;
 2. **Nonverbal:** sexually suggestive objects, pictures, or cartoons, graphic commentaries, suggestive or insulting sounds, leering, whistling, obscene gestures;
 3. **Physical:** unwanted physical contact, including, but not limited to, touching, pinching, brushing the body, coerced sexual intercourse, impeding or blocking movement, assault.

III. COMPLAINT PROCEDURE:

- A. Student Complainant:** If a student believes that he/she is being or has been harassed by another student or a staff member, the student should immediately report this complaint to the building principal or other professional staff member. The student reporting the complaint will be provided with a copy of this policy and its implementation regulations and be made aware of his or her rights.

- B. Staff Complainant:** If a staff member believes that he/she is being or has been harassed by a student, the staff member should immediately file a complaint with the building principal or the principal's designee. For complaints of harassment of a staff member by another staff member, refer to policy GBCBA in the personnel section of the policy book.
- C. Staff Reports:** A staff member who receives a complaint concerning sexual harassment under this policy or observes conduct which he or she believes may constitute sexual harassment under this policy shall report such complaint or incident to the building principal or the principal's designee.
- D. Procedures:** Procedures for the processing of complaints may be found in the regulations which accompany this policy.

IV. DISCIPLINARY ACTION:

- 1. Students:** Any student found to have engaged in sexual harassment will be subject to immediate discipline, up to and including, but not limited to, suspension and expulsion.
- 2. Staff Members:** Any employee found to have engaged in sexual harassment will be subject to immediate disciplinary action, up to and including, but not limited to, discharge from employment or referral to legal authorities for prosecution.

V. DISTRIBUTION OF THE POLICY:

- 1. Staff:** Annually, all staff members will be notified in writing of this policy and its regulations. A copy of the policy and its regulations shall be available in each district facility and notification of such availability shall be posted in each facility on a bulletin board(s) readily accessible to all employees.
- 2. Students:**
 - **Middle and high school:** Students will annually be notified in writing of this policy and its regulations.
 - **Elementary school:** Parents of elementary students shall be notified annually of the existence of this policy and procedures and how to obtain a copy of the policy and regulations.

- VI. CONFIDENTIALITY:** All reports of sexual harassment will be investigated promptly and in an impartial manner, and such reports be held in confidence subject to all applicable laws.

VII. NON-RETALIATION: Anyone who complains of sexual harassment or who testifies, assists, or participates in any manner in any investigation, proceeding, or hearing shall be protected from intimidation or retaliation.

1. **Retaliation by a Student:** Any student who subjects a person to intimidation or retaliation shall face serious disciplinary action, including suspension or expulsion.
2. **Retaliation by a Staff Member:** Any staff member who subjects a person to intimidation or retaliation shall face serious disciplinary action up to and including termination.

Legal References:

Civil Rights Act of 1964, Title VII, 42 U.S.C., 2000-e2(a).
Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current
Issues of Sexual Harassment, effective 10/15/88.
Title IX of the Education Amendments of 1972, 34 CFR Section 106.
Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986).
Constitution of the State of Connecticut, Article I, Section 20. Connecticut
General Statutes
46a-58. Deprivation of rights.
46a-60. Discriminatory employment practices prohibited.

Policy Approved: 05/24/93

Policy Revised: 10/21/96

Wallingford Board of Education Policy on Computers, Internet and Email

Responsible Use For Students

Computers, computer networks, electronic devices, Internet access, and e-mail are effective and important technological resources. The Board of Education provides computers, a computer network, including Internet access and an e-mail system, as well as any electronic devices that access the network, including but not limited to, PDAs, Smartphones, mobile or handheld electronic devices, (referred to collectively as "the computer systems"), in order to enhance both the educational opportunities for our students and the business operations of the district.

I. Appropriate Use

These computer systems are business and educational tools. As such, they are made available to students for education related uses. The Administration shall develop regulations setting forth procedures to be used by the Administration in an effort to ensure that such computer systems are used for appropriate education related purposes.

II. Monitoring Computer Activity

It is important that students and parents understand that the district, as the owner of the computer systems, reserves the right to monitor and review the use of these computer systems. The district intends to monitor and review in a limited fashion, but will do so as needed to ensure that the systems are being used for district-related educational purposes. Typical examples include when there is reason to suspect inappropriate conduct or there is a problem with the computer systems needing correction. Further, the system administrator and others managing the computer systems can access or monitor activity on the systems despite the use of passwords by individual users, and can bypass such passwords. In addition, review of emails, messages or information stored on the computer systems, which can be forensically retrieved, includes those messages and/or electronic data sent, posted and/or retrieved using social networking sites, including, but not limited to, Twitter, Facebook, LinkedIn, YouTube, and My Space.

III. Incidental Personal Use

Incidental personal use of the computer systems may be permitted solely for the purpose of e-mail transmissions and access to the Internet on a limited, occasional basis. Such incidental personal use of the computer systems, however, is subject to all rules, including monitoring of all such use, as the Superintendent may establish through regulation. Moreover, any such incidental personal use shall not interfere in any manner with school responsibilities.

Students should not have any expectation of personal privacy in the use of the computer system or other electronic devices that access the computer system. Use of the computer system represents a student's acknowledgement that the student has read and understands this policy and any applicable regulations in their entirety, including the provisions regarding monitoring and review of computer activity.

IV. Internet Safety

The Board will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. Additionally, the Board will implement a technology protection measure to block or filter internet access to visual depictions that contain obscene material, contain child pornography, or are harmful to minors and ensure that such filtering technology is operative during computer use by minor students.

Legal References: Children's Internet Protection Act, Pub. L. 106-554, codified at 47 U.S.C. § 254(h)
Conn. Gen. Stat. §§ 53a-182b; 53a-183; 53a-250
Electronic Communication Privacy Act, 18 U.S.C. §§ 2510 through 2520
No Child Left Behind Act of 2001, Pub. L. 107-110, codified at 20 U.S.C. § 6777
Protecting Children in the 21st Century Act, Pub. Law 110-385, codified at 47 U.S.C. § 254(h)(5)(B)(iii).

Policy Adopted: 03/11/13

Wallingford Board of Education Policy for Student Substance Abuse and Dependency

The Board of Education prohibits the possession, use, and/or distribution of any alcoholic beverage, controlled drug including anabolic steroids, or drug paraphernalia, or being under the influence of alcohol or any controlled drug on school property, at school sponsored events, on school transportation, and en route to and from school or school sponsored events by any means of travel. Students may carry a controlled drug that is legally prescribed for them by a medical professional under the conditions delineated in policy JHCD, Administration of Medicines to Students.

Recognizing the potential of each student and that drug or alcohol abuse and dependency can seriously impair a student's ability to learn, the schools will take positive actions to prevent such abuse and dependency. These actions will include substance abuse prevention education, early intervention, parental involvement, medical and/or assessment referral, and police referral in the handling of incidents in the schools involving the possession, sale, and/or use of behavior-affecting substances. Disciplinary procedures for violation of this policy will be detailed in the accompanying regulations.

Since Connecticut statutes are explicit regarding possession and use of illegal substances, it becomes the administrator's responsibility to insure that the statutes are enforced. That includes informing students about the illegal aspects of substance use; rights of students, teachers, and law enforcement agencies; rules on the control over school property; and disciplinary action for violations of the substance abuse policy.

Legal References: Connecticut General Statutes

- 10-16b. Prescribed course of study
- 10-19. Teaching about alcohol, nicotine or tobacco, drugs, and acquired immune deficiency syndrome
- 10-154a. Professional communications between teacher or nurse and student. Surrender of physical evidence obtained from students 10-221(d). Boards of Education to prescribe rules
- 21a-240. Definitions, dependency producing drugs
- 21a-243. Regulations re schedules of controlled substances
- 21a-278. Penalty for illegal manufacture, distribution, sale, prescription, or administration by non-drug dependent person.

Policy Approved: 10/26/92
Policy Revised: 02/27/95, 04/15/96

